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ABSTRACT

This document is a course outline for an introductory community college course designed to progressively increase the student's ability to understand, speak, read, and write Spanish. Additionally, the course is intended to give the student a gradually expanding and deepening knowledge of Mexico, its culture, geography, history, social organization, and literature. Included in this outline are learning goals and activities for the student as well as a listing of the material to be covered in each instructional unit. A bibliography of books and articles and two brief essays on the value of foreign language study are appended. (JDS)

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# SPANISH 1

## INTRODUCTION TO THE LANGUAGE AND CULTURE OF MEXICO

Project Mexico
June 26 - August 8
1976

Richard Dunx
Bakersfield College
Bakersfield, California 93305

JC 770 132

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UCLA Project Mexico 1976

Richard Dunx - Spanish Language and Culture

My purpose in participating in Project Mexico was to prepare myself to teach Spanish. I have been teaching French for over ten years on the community level and the goals and objectives of language study are familiar to me. The objective of the project was to train a group of community college instructors in the field of Latin American studies and produce new curriculum materials for use in classroom instruction. My experience with the project has been very helpful in preparing me for the teaching of Spanish. I have been teaching one class of conversational Spanish since my return from Mexico and have given two talks about my study trip in two of my colleagues' classes. One in Topics for Bilingual Education, the other in Male and Female Roles in Contemporary Mexico. The first one was reviewed in the school newspaper. A copy of which is attached. The purpose of this paper is to prepare a model course syllabus. I will present it in the form accepted here at Bakersfield College.

Course number and title

Spanish 1 - Introduction to the language and culture of Mexico.

Catalogue Description

Spanish 1 (3 units)
Three hours lecture, two hours laboratory

Prerequisite: None

The student will progressively increase his ability to understand, speak, read, and write Spanish. He will also acquire a new understanding of language, progressively revealing to him the structure of language and giving him a new perspective on English, as well as an increased vocabulary and greater effectiveness in expression. He will also acquire a gradually expanding and deepening knowledge of Mexico--its geography, history, social organization, literature, and culture--and, as a consequence, a better perspective on American culture and a more enlightened Americanism through adjustment to the concept of differences between cultures.

Course Goals and Objectives

Goal A. The student will understand, speak, read and write Spanish.

Obj. 1. In class, the student will respond orally in Spanish to question s in Spanish.

Obj. 2. In class, the student will listen to prerecorded listening comprehension exercises in Spanish and respond to questions in Spanish.

Obj. 3. In class, the student will practice pronunciation proficiency by repeating after the instructor.

Obj. 4. In the lab, the student will listen to tapes in Spanish and respond orally and in writing in Spanish to questions on the tape.

Obj. 5. In class, the student will view films in Spanish about Mexico and respond in Spanish both orally and in writing.

Obj. 6. In class, the student will read Spanish aloud.

Obj. 7. In class, the student will take dictation in Spanish.

Goal B. The student will acquire a new understanding of language.

Obj. 1. The student will learn to use different sounds for the same meaning. That is, the sounds of the Spanish language for the meaning of words he knows in English.

Obj. 2. Given specific directions, the student will perform structural changes in Spanish: for example making changes in agreement of gender and number between nouns and noun markers, agreement between subject pronouns and verbs in person and number.

Obj. 3. The student will use scientific grammatical terminology to describe the structure of the language he is studying.

Goal C. The student will acquire a gradually expanding and deepening knowledge of Mexico.

Obj. 1. In class and in Spanish the student will describe briefly the essential characteristics of the geography of Mexico.

Obj. 2. In class the student will read a brief summary in Spanish of the history of Mexico at the time of the conquest.

Obj. 3. In class, the student will participate in a discussion of the differences between the colonization of North America and Meso America. In English.

Obj. 4. In class, the student will read a brief description of the social organization of Mexico during the Pre-Hispanic period, the period of the conquest, the colonial period, the revolutionary period and the contemporary period.

Obj. 5. Outside of class the student will read summaries of some of the works of fiction most representative of Mexican life and thought. In English. Examples: Pedro Paramo, El Laberinto de la Soledad, Casi el Paraiso, Al filo del Agua, La region mas transparente, La muerte de Artemio Cruz.

Obj. 6. In class, in English, the student will participate in a discussion of Mexican life as represented by the works of fiction (summaries) they have read outside of class.

Goal D. The student will learn to be tolerant of those with different language and backgrounds.

Obj. 1. In class, in English, the student will read a description of the negative results of an educational process which strives to repress differences in language, culture, and values in the name of uniformity.

Obj. 2. In class, the student will read a summary of the results of ethnocide as practices in Mexico during the conquest and subsequent periods of Mexican History.

Obj. 3. The student will read in class articles from Mexican magazines, newspapers, and books, presenting the Mexican point of view on matters of mutual interest to the United States and Mexico.

Obj. 4. The student will listen to summaries of lectures attended by the instructor dealing with life in Mexico. The lectures dealt with the history, geography, archeology, anthropology, literature, economics, politics, and art of Mexico.

Obj. 5. The student will view films and slides taken by the instructor during his trip to Mexico. Commentary will be provided by the instructor.

Obj. 6. Outside of class, the student will read Edward Hall's How Cultures Collide in Psychology Today, July, 1976. In class, the student will participate in a discussion of the same article.

Policies:

Regular attendance and participation is essential to the satisfactory completion of this course. The college policy regarding absences will be enforced. Written examinations are required.

Course Content:

Spanish 1

A. Unit 1, Frases utiles and Unit 2, La familia de Cecilia. (one week)

1. Subject pronouns
2. Present tense of ser and -ar verbs
3. Gender, number and agreement of nouns, adjectives and articles
4. Numerals from 1 to 10

B. Unit 3, Una conversación por teléfono. (one week)
   1. Interrogative words and formation of questions
   2. Intonation
   3. Present tense of estar
   4. The use of estar versus ser

C. Unit 4, El día del santo. (two weeks)
   1. Present tense of -er, -ir and stem changing verbs
   2. With verb (object) pronouns
   3. Possession with adjectives and with de.
   4. Reading: El teléfono

D. Unit 5, Vida de una dueña de casa. (1-1 1/2 weeks)
   1. Present tense of irregular verbs
   2. Direct commands - usted and ustedes forms
   3. Personal a
   4. Conocer versus saber
   5. Reading: Conversación en un restorant

E. Unit 6, Las deudas. (2 weeks)
   1. Direct commands - tu form
   2. Position of pronouns with commands
   3. Cardinal numbers over 10

F. Unit 7, Lio de tráfico.
   1. Preterite tense of regular verbs and dar
   2. Demonstratives
   3. Conjunction e and u
   4. Use and contraction of articles
   5. Reading: The Policeman's Lot

G. Unit 8, Tema del día. (2 weeks)
   1. Use of infinitives
   2. The verb haber
   3. Reflexive pronouns with nonpersonal subjects
   4. Reading: Paquito y la relatividad

H. Unit 9, Hombre respetable. (2 weeks)
   1. Additional use of infinitives
   2. Present participle and present pro-ressive tense.
   3. Position of object pronouns in verb constructions
   4. Reading: Juanito en la barberia

I. Unit 10, En un cafe. (2 weeks)
   1. Preterite tense of irregular and stem-changing verbs
   2. Limiting adjectives and shortened forms of adjectives
   3. Ordinal numbers, days, months, years
   4. Reading: Leccion de aritmetica

J. Unit 11, El campo y la ciudad. (2 weeks)
   1. Imperfect tense and use of imperfect versus preterite
   2. Prepositional pronouns
   3. Reading: La familia Alvarez va a la féria

**Course Activities:**

The following experience will supplement the regular lecture-discussion sessions: one to one communication in Spanish, individual and group presentations in Spanish, writing compositions in Spanish both in class and outside of class. Viewing of Spanish films in class and outside of class. Listening to and working with Spanish tapes in the language laboratory. Viewing Spanish programs on television and listening to Spanish on the local radio station. Viewing Spanish movies at our local Spanish theater and the Foreign Language Film Series of Bakersfield College.

# UCLA PROJECT MEXICO 1976 BIBLIOGRAPHY

## BOOKS


1. Anaya, F. E. and Nieto, J. G., editors. Sighs and Songs of Aztlan. 1975. An anthology of Chicano literature. A collection of writings in poetry and prose in English and Spanish and a blend of the two languages, called Chicano Spanish, gathered from a Chicano Literature Contest conducted by Project MECHICA (Materiales para Estudios Chicanos Inter-Culturales de America) Bakersfield College, Bakersfield, California.

2. Bernal, I. Mexico Before Cortez. 1975.

3. Colegio de Mexico. Historia Minima de Mexico. 1973.

4. Fuentes, C. La Muerte de Artemio Cruz. 1964.

5. Fuentes, C. La Region más transparente. 1958.

6. Hansen, S. and Jensen, J. El pequeno libro rojo de la escuela. 1969. Very helpful book for students and teachers written first in Danish. Translated from the English in 1976. Contains helpful advice to the student concerning learning theory and practice, teaching, teachers, homework, tests, free time, school and society, sexuality, drugs, school systems in Mexico, etc.

7. Parkes, H. A. A History of Mexico. 1938. Widely acclaimed and long in use as a basic work on Mexico, this book covers the history of Mexico from earliest times to the present. A remarkably well-balanced and sound interpretation sensitive to the drama and color of events and to human values.

8. Paz, O. El laberinto de la soledad. 1950.

9. Rulfo, J. Pedro Paramo. 1955.

10. Spota, L. Casi el Paraiso. 1967.

11. Wilkie, J. W. et al., editor. Contemporary Mexico, 1976. Papers of the IV International Congress of Mexican History. This comprehensive volume offers a new and interdisciplinary focus on Mexican history since 1910; it included the most up-to-date work available in print.

12. Yanez, A. Al filo del Agua.


## ARTICLES


1. Bishop, L. A Linguistic Manifesto. French Review, May 1969. Statement of reasons for the study of foreign languages.

2. Case, C. The Course Outline Defined: Some Pragmatic Philosophy. Bakersfield College Curriculum Committee Handbook. Information on writing course goals and objectives.

3. Nieto, J. Socializing Americans: School and Community - A Chicano Perspective. In Noticias de la Raza. Chicano Studies Newsletter of Bakersfield College, May 1976. A very clear and forceful statement of the boiling pot myth of U.S. culture and the harmful results of cultural imperialism, racism, and chauvinism.

4. Hall, E. How Cultures Collide. In Psychology Today, July 1976. Discussion of how people from different cultures have unconscious, ingrained assumptions about personal space, interpersonal relations, and the function of time. These different assumptions work to make misunderstanding between peoples likely and destructive.

5. Pagden, A. The Spiritual Conquest of the Mayas. CIA. Internacional de Publicaciones S.A. de C.V. Mexico. Diego de Landa in Mexico. In the sixteenth century a Spanish bishop of Yucatan was active in preserving and also in destroying the records of Maya civilization.

6. Parker, W. R. The Language Curtain. 1966 PMLA.

7. PMLA. Values of Foreign Language Study. Sept., Part 2, 1956

8. PMLA. Foreign Languages and International Understanding.

9. The Case for Foreign Language Study. Northeast Conference, 1971.

10. Popham, W. Establishing Instructional Goals. 1970.

NEWSPAPER ARTICLES

1. Campana de Terror y Represión Contra Mexicanos en E.U.: CASA.
In Excélsior, July 28, 1976, p. 1. An article appearing in Mexican newspaper about discrimination against Mexicans in the U.S. Based on the statements of A. Hernández, "coordinador general del movimiento chicano" in Los Angeles. Sterilization of women, deportation of Mexicans although they have papers, etc.

2. Cruel Explotacion del Indio Guarijio.
In Excélsior, July 27, 1976, p. 1. An article about cultural exploitation and ethnocide being practiced in Mexico today. The Canadian ethnologist, J. Faubert, reported the problems to the authorities in Mexico City. He reported that there are only two thousand of these Indians left. Among other deprivations they are prohibited from eating meat.

3. Nos Imponen la cultura del Hot Dog.
In Excélsior, July 23, 1976, p. 1. An article about how transnational companies which control almost exclusively the food industry in Mexico, with their technology, sell only survival food, not life-giving, and slowly condition the mentality of the people to the benefit of their own interests.

4. Aún hay Governadores que se Dejan Vencer por Caciques: Gamiz. In Excélsior, July 23, 1976, p. 1. An article about the injustice of land distribution in Mexico. Although there are governors empowered by laws of land reform they allow themselves to be overcome by the traditional caciques, or bosses, who assassinate peasants with impunity.

This list of articles is representative not exhaustive. Although this course syllabus is not complete it is usable in its present form. It is my intention to prepare instructional narratives on the following subjects to accompany this syllabus:

1. A brief summary of the history of Mexico in English and in Spanish. Three to five pages in length.

2. A brief summary of the geography of Mexico in English and Spanish. One to two pages.

3. A comparison between the colonization of North America and Meso-America. One to two pages in English and Spanish.

4. A list of Mexican words used in English with their meanings from the Spanish. Examples: taco, frijole, chile, burrito, conquistador, toreador, etc. Included in this list will be names of places, famous people in Mexican history, institutions, historical events, important writers and artists, etc., accompanied by several lines of comment in English and Spanish.

5. A brief summary describing the process of ethnocide using examples from past and present Mexican history. Several pages in English and Spanish.

6. A brief summary of the literary works mentioned in the bibliography of this paper and how they represent aspects of Mexican society. Several pages for each in English and Spanish.

7. A defense or polemic in support of multicultural societies and multilingual people.

Bakersfield College
Renegade Rip
September 20, 1976

John Banks, editor

Chicano Culture Discussed

"For a long period of time, the native population of Mexico was subjected to a systematic exploitation in which much of the country's culture and resources were stolen or destroyed," stated Dick Dunx, BC foreign language instructor. Dunx delivered his comments about Mexican culture last week in what was the first of a number of weekly presentations which make up the new Chicano Cultural Center Speaker Series.

The series, under the direction of Chicano Center coordinator Jess Nieto, will bring speakers of varying backgrounds and notoriety to the BC campus each week to discuss the different aspects of life in the Chicano community. Some of the topics of discussion schedules for upcoming weeks are: minority employment, mental health, affirmative action in government programs, and Chicano history and culture.

In the kickoff lecture last week, Dunx related some of the experiences he had while south of the border on a Latin American studies program sponsored by UCLA. "When you think of Mexico, you shouldn't think of it as a small place like Tijuana or Mexicali," Dunx explained. "It is really a very large country with over 61 million people."

His presentation centered mainly around the unfortunate results of "ethnocide," or culture killing, to which the native Mexican people have long been subjected.

This destruction of Mexican culture, which according to Dunx is still going on to a lesser degree, originally began at the time of the conquest of Mexico by Spain. At that time, the Spanish conquistadores were only interested in how much gold and treasure they could find and take with them and as a result, Mexican art and culture took quite a beating. "One of the main reasons North America is so much farther developed today than Mexico, is because the first people to come to America came to live, not to loot as did the Spanish in Mexico," Dunx added.

"Unfortunately, one of the reasons Mexico was so easy for the Spanish to conquer was that the Indian mythology and religion predicted the coming of a great spiritual leader and the Indians mistook Cortez for him."

Later in the lecture, Dunx discussed ethnocide being practiced in this country at the present time. He said, "America prides itself on being the melting pot of the world, as if it is a good thing to try and melt everyone into one huge homogenous culture."

"Being aware of one's cultural heritage is very important and it it equally important that people realize that as far as foreign cultures are concerned, there is no 'better/ or worse', only 'different.'"

## Values of Foreign Language Study

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no point can the experience be considered complete, or the skill perfect. Many pupils study a foreign language only two years; longer time is of course needed to approach mastery. At any point, however, the progress made in a language, when properly taught, will have positive value and lay a foundation upon which further progress can be built. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

The study of a foreign language, skillfully taught under proper conditions, provides a new experience, progressively enlarging the pupil's horizon through the introduction to a new medium of communication and a new culture pattern, and progressively adding to his sense of pleasurable achievement. This experience involves:

1. The acquisition of a set of skills, which can become real mastery for professional use when practiced long enough. The international contacts and responsibilities of the United States make the possession of these skills by more and more Americans a matter of national urgency. These skills include:

a. The increasing ability to understand a foreign language when spoken, making possible greater profit and enjoyment in such steadily expanding activities as foreign travel, business abroad, foreign language movies and broadcasts.

b. The increasing ability to speak a foreign language in direct communication with people of another culture, either for business or for pleasure.

c. The ability to read the foreign language with progressively greater ease and enjoyment, making possible the broadening effects of direct acquaintance with the recorded thoughts of another people, or making possible study for vocational or professional (e.g., scientific or journalistic) purposes.

2. A new understanding of language, progressively revealing to the pupil the structure of language and giving him a new perspective on English, as well as an increased vocabulary and greater effectiveness in expression.

3. A gradually expanding and deepening knowledge of a foreign country--its geography, history, social organization, literature, and culture--and, as a consequence, a better perspective on American culture and a more enlightened Americanism through adjustment to the concept of differences between cultures.

Progress in any one of these experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected, and may be later forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.

## Foreign Languages and International Understanding

American education is seriously concerned with the achievement of international understanding and cooperation. Foreign language has three contributions, two of which are unique, to make to the cultivation of better understanding among peoples of different linguistic background.

1. Direct intercultural communication. Only language learning permits direct intercultural communication through speech or writing. Some direct communication takes place through music, art, and other means, and interest and good will can be shown in many ways, but willingness to learn another language is perhaps the best token, in a multilingual world, that we care about international understanding. We must learn to use the other fellow's language if we would understand him because he will not find self-evident or satisfying the twist that English will inevitably give to partially shared ideals, aspirations, and concepts. If we insist on the exclusive use of English, we isolate ourselves from people of other cultures and miss altogether a wealth of important human contacts. At the same time we demonstrate that we expect others to describe things as we see them, not as they do.

It must be admitted, however, that, having studied the Orient in college and acquired fair proficiency in French, we may later find ourselves vacationing in Latin America or sent to Germany on business. Of what value is language learning to international understanding unless, by good luck, we have chosen the particular language we shall later need? A knowledge of one foreign language will normally make easier the learning of a second, but that is beside the point; we must remember, as well, a second unique contribution of language learning to international understanding.

2. Experience of a foreign culture. Through mimicry and speech-pattern assimilation, language learning brings the beginnings of direct comprehension, without translation, of foreign utterance and writing, and the beginnings of automatic vocal response in conversational situations. From this point on, the learner experiences the foreign culture (i.e., the total pattern of behavior) by actually participating in an integral part of it. He has crossed an intellectual border, from a state of monolingualism to the realization that one can learn to make, without conscious effort, foreign responses to foreign stimuli. When the language student progresses to the point of being able to read foreign literature with understanding, his awareness of the new cultural medium is further enriched by the insights of creative writers, and his sympathies are involved by the skill of great art directly experienced.

Only language learning affords this intimate perception of a culture. It thus makes a crucial contribution toward the potential understanding of many cultures unlike our own, for a single experience with cultural relativity makes easier the transition to another mode of thought and, if need be, to many others. The antipathies that develop as psychological reactions to "foreign-ness" are much more likely to appear in monolingual persons than in those who have experienced direct comprehension and response in a foreign communication system.

3. Information about a foreign culture. The moment that language learning moves beyond the initial stage of listening and speaking it makes use of the printed word in the development of additional skills. The modern textbook "reader" in language classes usually has cultural content selected to give students an increasing knowledge of significant differences between the foreign peoples and Americans--in behavior, attitudes, and historical background. The language teacher, whose training (including foreign travel and acquaintance with the people and their literature) has given him personal experience in international understanding, is able to bring additional life and meaning to even the best of textbooks with his own knowledge and insight.

Foreign language teaching obviously has no monopoly on imparting information; indeed, information about a foreign culture derived from a language teacher or a language textbook may be somewhat more costly of time than information obtained, say, in a social studies class or through a translation. This third contribution of language learning to international understanding would be inefficient, therefore, were it not for the two other contributions which it uniquely makes.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 25 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES